Comprehensive Evaluation of User Satisfaction for WeChat English Learning Platforms Based on Fuzzy Analytic Hierarchy Process: A Case Study of Shuidi Reading (Postprint)

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Abstract

[Purpose/Significance] This study constructs a user satisfaction evaluation system for WeChat English learning platforms, analyzes the adaptability of platform learning functions to user needs, and aims to provide evaluation methods and improvement suggestions for platform service construction and operation promotion. [Method/Process] The Fuzzy Analytic Hierarchy Process (FAHP) is employed to construct a user satisfaction evaluation model based on the characteristics of WeChat English learning platforms. Taking Shuidi Reading as an example, a questionnaire survey method is used to collect data for empirical research. [Results/Conclusions] In the user satisfaction evaluation index system of Shuidi Reading, the user satisfaction evaluation of interface features is "very good"; the user satisfaction evaluations of system features, service quality, content quality, and interaction capability are "good"; the user satisfaction evaluation of the feedback mechanism is "average"; and users' comprehensive satisfaction level with the platform is "good". WeChat English learning platforms should focus on strengthening the design of feedback mechanisms and enhancing the construction of indicators related to system features, service quality, content quality, and interaction capability.

Full Text

Comprehensive Evaluation of User Satisfaction on WeChat English Learning Platforms Based on Fuzzy Analytic Hierarchy Process: A Case Study of Dida Reading

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Abstract

[**Purpose/Significance**] This study constructs a user satisfaction evaluation system for WeChat English learning platforms to analyze the alignment between platform functionalities and user needs, aiming to provide evaluation methodologies and improvement recommendations for platform service development and operational promotion. [**Method/Process**] Employing the fuzzy analytic hierarchy process (AHP) and incorporating the distinctive characteristics of WeChat English learning platforms, we developed a user satisfaction evaluation model. Using Dida Reading as a case study, we collected data through questionnaire surveys and conducted empirical research. [**Results/Conclusion**] In the Dida Reading user satisfaction evaluation index system, the interface characteristics received a "very good" satisfaction rating; system features, service quality, content quality, and interaction capability were rated as "good"; feedback mechanisms received a "fair" rating; and the overall user satisfaction level was "good." WeChat English learning platforms should prioritize strengthening feedback mechanism design while enhancing the development of system features, service quality, content quality, and interaction capability indicators.

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With the rapid development of information technology, particularly mobile internet technology, concepts such as ubiquitous learning, fragmented learning, and mobile learning have gradually emerged as new focal points, profoundly influencing how people learn. Through intelligent mobile terminals, users can break through the temporal and spatial constraints of traditional learning methods and engage in learning through interactive and scenario-based approaches. WeChat, a mobile application launched by Tencent, has become an indispensable tool in people's daily lives, work, and studies. In recent years, various mobile learning platforms built on WeChat official accounts have proliferated, becoming important tools for users to conduct ubiquitous, fragmented, and mobile learning. WeChat learning platforms themselves have become a hot topic in academia, with increasing educational research focusing on them [1-2].

The growing importance of English in economic globalization has created strong demand not only among students but also among working professionals seeking to improve their skills for career advancement or personal development. WeChat-based English learning platforms meet this need by offering diversified learning modes and micro-learning content, enabling learners, particularly working professionals, to utilize fragmented time for English study anytime and anywhere.

However, existing research on WeChat English learning platforms has primarily concentrated on application and development aspects, with limited attention to user satisfaction. As service platforms, user satisfaction directly impacts learning effectiveness and market prospects. This study examines WeChat English learning platforms from a user satisfaction perspective, constructs an evaluation system, and uses Dida Reading as a case study to evaluate the platform, identify shortcomings, and propose targeted improvements.

2. Related Research

2.1 Research on WeChat Learning Platform Application and Development Domestic and international scholars have studied WeChat learning platforms from an application and development perspective. For instance, S. Tu et al. illustrated the construction of a WeChat learning platform using biochemistry and molecular biology teaching as examples [3]. J. Wang et al. introduced WeChat official accounts as an instant interactive platform in biochemistry and cell biology courses, finding that the interactive and participatory features of WeChat platforms facilitated student-centered medical teaching [4]. J. Wu and Z. Ding constructed a college English mobile learning platform based on WeChat [5].

2.2 Research on Factors Influencing Mobile Platform User Satisfaction As mobile platforms continue to be applied and developed, user satisfaction has increasingly attracted academic and industry attention. For example, Xu Jiaming conducted empirical research on user satisfaction with micro-courses supported by WeChat subscription accounts [6]. Huang Baixi and Zhu Xiaodong built a research model of factors influencing users' continuous usage intention for mobile social apps, using Weibo as a case study to identify direct and indirect influencing factors [7]. Jiang Xuefang examined the impact of social network characteristics on online learning users' usage intention [8]. Ming Junren and Zhang Jun constructed an influencing factor model for user satisfaction with university mobile library apps, analyzing external and internal driving factors [9]. Yang Genfu studied factors influencing mobile reading user satisfaction and continuous usage intention using content aggregation apps as examples [10].

2.3 Research on WeChat Platform Information Service Quality Evaluation Research on WeChat mobile platform information service quality evaluation is crucial for platform improvement and promotion. Wang Qingfei studied the necessity of university library WeChat reading promotion in fragmented reading environments, proposing optimization strategies such as strengthening platform elements, establishing objective evaluation systems, and increasing user stickiness [11]. Song Xueyan, Zhang Yanchen et al. constructed a public archives WeChat official account service quality evaluation model from a user perception perspective and analyzed service quality influencing factors [12-13]. Li Zongfu

and Zhang Xiangxian constructed a government WeChat official account service quality influencing factor system from an information ecology perspective, obtaining comprehensive impact index rankings through correlation analysis [14]. Wang Tao constructed a WeChat official platform learning resource evaluation index system using AHP and employed content analysis to analyze authentic user comments, further improving existing mobile learning resource evaluation research [15].

2.4 Research Review In summary, although scholars have studied WeChat learning platforms from various perspectives, existing research has several limitations: (1) Comprehensive evaluation research from a user satisfaction perspective, particularly for English learning platforms on WeChat, remains scarce; (2) With the rapid development of WeChat learning platforms, an increasing number of learners use them for English study, yet few studies provide targeted evaluation analysis for English learning platforms; (3) Current research on service quality influencing factors and evaluation systems for WeChat learning platforms primarily relies on qualitative analysis, resulting in highly subjective findings; (4) Evaluation index selection is insufficiently comprehensive, notably lacking in-depth analysis of feedback mechanisms for WeChat learning platforms, failing to fully reflect authentic user evaluations.

Therefore, this study builds upon previous research to develop a combined qualitative-quantitative evaluation model for WeChat English learning platform user satisfaction using the fuzzy AHP methodology. Using Dida Reading as a case study, we collect data through questionnaire surveys for empirical research. User evaluations of WeChat learning platform service quality typically involve fuzziness, making fuzzy comprehensive evaluation appropriate. Simultaneously, introducing AHP effectively reduces the fuzziness and uncertainty caused by individual subjectivity in index weight determination, enhancing evaluation objectivity and reliability [16].

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3. Construction of WeChat Platform Evaluation Indices

3.1 Index System Selection By referencing evaluation index system studies on WeChat official accounts and other service platforms [17-18], and considering the unique characteristics of English learning content and methods, we constructed a two-level user satisfaction evaluation index system for WeChat English learning platforms based on comprehensive field research. Following principles of comprehensiveness, importance, scientific rigor, and systematicity, we selected six primary factors influencing user experience: system features, service quality, interface characteristics, content quality, interaction capability, and feedback mechanism. This evaluation system essentially covers the index space for WeChat English learning platform user satisfaction, as shown in [Figure 1: see original paper].

[Figure 1: see original paper] WeChat English Learning Platform User Satisfaction Evaluation System

3.2 Evaluation Index Definitions 3.2.1 System Features

System features ensure user-friendly learning on WeChat English learning platforms. This dimension is measured through: (1) System operational stability; (2) System response timeliness.

3.2.2 Service Quality

Service quality represents the most competitive aspect of WeChat English learning platforms, helping maintain long-term stable user relationships. This dimension is measured through three aspects: (1) Service humanization—the natural and comfortable user experience during learning; (2) Service personalization—the degree to which platforms provide customized services based on explicit user requirements or analysis of user habits and behaviors; (3) Service innovation—the level of novel services provided using new concepts, ideas, and technologies.

3.2.3 Interface Characteristics

Interface characteristics are measured through three aspects: (1) Interface navigability—the reasonableness of user guides, operational tutorials, and navigation layout; (2) Interface friendliness—the simplicity and clarity of learning interfaces and convenience of operational procedures; (3) Interface aesthetics—whether the learning interface design is visually pleasing.

3.2.4 Content Quality

Content quality is a crucial component of user satisfaction, measured through seven aspects: (1) Vocabulary recommendation relevance for learners with different purposes; (2) Professionalism of word explanations; (3) Richness of learning methods (e.g., reading and vocabulary memorization); (4) Appropriateness of reading length for weekdays and holidays; (5) Attractiveness of story content and whether it meets users' interest requirements; (6) Coherence and systematicity of chapter content in the teaching process; (7) Effectiveness of reward-penalty mechanisms in motivating learners.

3.2.5 Interaction Capability

Interaction capability refers to information exchange and interaction between users and platforms and among users themselves, measured through three aspects: (1) Interaction sharing friendliness—whether platforms provide diverse consultation methods (phone, WeChat, etc.) and the convenience of communication between teachers and users and among users; (2) Online consultation timeliness—the promptness of platform responses to user questions; (3) Mutual recommendation effectiveness—the ease with which users can share learning insights and engage in knowledge exchange.

3.2.6 Feedback Mechanism

The feedback mechanism's importance cannot be overlooked, as effective feedback helps improve platform service levels. This dimension is measured through: (1) Convenience of feedback operations; (2) Responsiveness to

feedback—whether platform personnel can respond to and handle user feedback promptly.

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4. Research Methods and Principles

4.1 Analytic Hierarchy Process (AHP) AHP decomposes complex multi-objective decision-making into hierarchical levels (goals, criteria, alternatives) through establishing hierarchical models, calculating weights, consistency testing, and constructing judgment matrices. It quantifies decision-makers' and experts' relevant experience to enhance decision precision and efficiency.

4.2 Fuzzy Comprehensive Evaluation Method Fuzzy comprehensive evaluation (FCE) is based on fuzzy set theory, utilizing fuzzy transformation principles and maximum membership degree principles [19] to conduct quantitative analysis of uncertain and boundary-vague factors through determining fuzzy sets, establishing membership functions, and performing fuzzy comprehensive evaluation.

4.3 Establishment of AHP-Fuzzy Comprehensive Evaluation Model The AHP-fuzzy comprehensive evaluation method, or fuzzy AHP, combines AHP with fuzzy comprehensive evaluation. AHP effectively reduces the fuzziness and uncertainty caused by individual subjectivity in index weight determination within fuzzy evaluation methods. This model organically integrates both methods' advantages, maximizing the elimination of subjective factors and greatly improving evaluation objectivity and reliability.

The WeChat English learning platform user satisfaction evaluation indices are divided into five levels. Using the Delphi method, we determined weighted scores and score ranges for each level, as shown in .

WeChat Learning Platform User Satisfaction Evaluation Levels and Weighted Scores

The AHP-fuzzy comprehensive evaluation process proceeds as follows:

(1) Determine the factor domain of evaluation objects: U = {u_1, u_2, …, u }, representing p fuzzy evaluation indices.

(2) Determine the evaluation grade domain: V = {v_1, v_2, …, v }.

(3) Conduct single-factor evaluation: Establish fuzzy relation matrix R.

(4) Determine the fuzzy weight vector of evaluation factors: A = (a_1, a_2, …, a). This study uses AHP to determine index weights. Based on the established index system, we construct pairwise comparison judgment matrices according to index importance. The Delphi method employs a 1-9 scale to rate each index's importance, as shown in .

Ratio Scale Method

(5) Obtain fuzzy comprehensive evaluation results through fuzzy synthesis: $A \cdot R = [a_1, a_2, \ldots, a\,] = [b_1, b_2, \ldots, b\,]$, where $b\ = (a_1\ Y_1\ )\quad (a_2\ Y_2\ )\quad \ldots\quad (a\ \ Y\ \ )$.

(6) Analyze the fuzzy comprehensive evaluation vector and calculate comprehensive fuzzy evaluation indicators. Using the weighted average method for membership grades, we construct the final multi-level comprehensive fuzzy evaluation indicator: $M = B \cdot V = (b_1, b_2, \ldots, b\,)$.

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5. Empirical Analysis

Dida Reading is a typical WeChat English learning platform with the following enrollment process: vocabulary test → book list matching → teacher assignment → class group entry → learning commencement → 100-day learning cycle. Before enrollment, Dida Reading administers a vocabulary test and provides book recommendations based on the American Lexile reading grading system, customizing a 10-minute daily English learning plan that divides 2-3 books into 100 days of study. Each class WeChat group includes professional English teachers responsible for teaching reading content and answering questions. This study uses Dida Reading as a case study to survey user satisfaction.

5.1 Data Collection Since most indices in our evaluation model cannot be quantified, we designed a Dida Reading user satisfaction questionnaire based on the WeChat English learning platform user satisfaction evaluation system. After screening, we obtained 100 valid questionnaires. Through statistical analysis, we determined the proportion of each index at different evaluation levels. For example:

Proportion rating system operational stability as "very good" = Number of questionnaires rating system operational stability as "very good" / Total valid questionnaires = 0.12

This value indicates that 12% of Dida Reading users in the valid sample rated the platform's system operational stability as "very good" (see for relevant data).

Dida Reading User Satisfaction Questionnaire Evaluation Data Collection

5.2 Weight Determination Index weights critically affect evaluation accuracy and final results. We formed an evaluation panel consisting of 2 WeChat platform maintenance personnel, 2 information technology company R&D staff, 2 English professors, and 4 WeChat English learning platform users. Through questionnaires, panel members used the "1-9 scale method" to judge the importance of indices at each level, constructing pairwise comparison judgment matrices. Using MATLAB, we calculated the maximum eigenvalue and corresponding normalized eigenvector of each judgment matrix. Through random

consistency testing (CR < 0.10), we determined the weights for WeChat mobile learning platform user satisfaction evaluation indices, as shown in .

WeChat English Learning Platform User Satisfaction Evaluation Index Weights

5.3 Comprehensive Evaluation Based on the AHP-fuzzy comprehensive evaluation principles, combined with Dida Reading user satisfaction data and index weights from the WeChat English learning platform user satisfaction evaluation system, we calculated Dida Reading's comprehensive user satisfaction scores and membership grades, as shown in .

AHP-Fuzzy Comprehensive Evaluation of Dida Reading User Satisfaction Scores and Membership Grades

5.4 Results Analysis and Recommendations

(1) AHP calculations yielded WeChat English learning platform user satisfaction evaluation index weights (see). Primary indices content quality and service quality have relatively large weights (0.30 and 0.23, respectively). Interface characteristics, interaction capability, and feedback mechanism have secondary weights (0.13 each), while system features have a weight of 0.07 (see [Figure 2: see original paper]). At the secondary index level, service personalization, service innovation, interface navigability, feedback operation convenience, and feedback responsiveness have relatively large weights, while other secondary indices have comparatively smaller weights (see [Figure 3: see original paper]).

[Figure 2: see original paper] Primary Index Weights for WeChat English Learning Platform User Satisfaction Evaluation

[Figure 3: see original paper] Comprehensive Secondary Index Weights for WeChat English Learning Platform User Satisfaction Evaluation

(2) According to , the primary index interface characteristics received a "very good" satisfaction rating based on maximum membership degree principle (membership grade of 0.35). Similarly, system features, service quality, content quality, and interaction capability received "good" ratings, while feedback mechanisms received a "fair" rating (see [Figure 4: see original paper]).

[Figure 4: see original paper] User Satisfaction Grade Membership Degrees for Each Index

(3) Based on fuzzy AHP calculations, Dida Reading user satisfaction ratings belong to (very good, good, fair, poor, very poor) with membership degrees of (0.22, 0.34, 0.27, 0.13, 0.05). Using the weighted average principle, the comprehensive satisfaction score is 0.71, corresponding to a "good" satisfaction level (see [Figure 5: see original paper]).

[Figure 5: see original paper] Dida Reading User Satisfaction Evaluation Grade Membership Degrees

Analysis reveals that although the overall satisfaction score of 0.71 falls within the "good" range, it approaches the lower bound, indicating substantial room for improvement. To enhance WeChat English learning platform service development and operations, platforms should reference index weights and user satisfaction ratings to implement targeted improvements.

Specific Recommendations:

Although interface characteristics received a "very good" rating (indicating strong performance in navigability, friendliness, and aesthetics that should be maintained), feedback mechanisms received only a "fair" rating. Furthermore, secondary indices feedback operation convenience and feedback responsiveness have relatively large weights (0.0664 each), suggesting that improving these would effectively enhance overall satisfaction. Platforms should prioritize feedback mechanism design by understanding user psychology and needs, actively soliciting and appropriately adopting user feedback to better align services with user expectations. Specific measures include: (1) Establishing feedback channels with dedicated personnel to improve timeliness and effectiveness; (2) Simplifying feedback processes to enhance operational convenience; (3) Conducting feedback surveys among existing users, categorizing results by profession, needs, and goals to design personalized service models.

Although service quality, content quality, and interaction capability received "good" ratings, their membership degrees for "good" and "fair" are close. Moreover, primary indices content quality and service quality have large weights (0.30 and 0.23), indicating these critical indices require focused improvement. Specific recommendations include:

(1) **Enhance service quality through innovative services:** (a) Develop personalized vocabulary memorization plans using the Ebbinghaus forgetting curve, tailored to individual schedules with push reminders; (b) Offer customizable reading background colors to meet diverse visual comfort needs.

(2) **Prioritize content quality development:** (a) Expand book selections to accommodate diverse needs and preferences; (b) Provide targeted vocabulary recommendations for different learning purposes (e.g., exam-focused vocabulary for test preparation); (c) Adopt diverse and flexible teaching methods combining audio, video, live instruction, and peer learning; (d) Implement learning competitions with reward-penalty mechanisms.

(3) **Improve platform interaction capability and user stickiness through social features:** (a) Add professional online consultation staff to improve response timeliness; (b) Establish study groups for sharing learning methods and content recommendations.

Conclusion

As economic globalization increases the importance of English, more learners prefer mobile learning during fragmented time. With continuously improving WeChat functionalities, English learning platforms built on WeChat official accounts have become a hot topic in English education, integrating learning, entertainment, media design, and modern technology to facilitate convenient, fragmented, micro-learning with diverse resources.

This study applied fuzzy AHP to construct a WeChat English learning platform user satisfaction evaluation model that comprehensively considers various influencing factors, combining qualitative and quantitative analysis. This approach fully reflects the fuzziness in evaluation factors and processes while maximizing the elimination of subjective factors, yielding more reliable results than single-method models. The research framework and methodology can be extended to other WeChat learning platforms.

Using Dida Reading as a case study, we conducted empirical research through questionnaire surveys. Findings indicate: (1) User satisfaction ratings belong to (very good, good, fair, poor, very poor) with membership degrees (0.22, 0.34, 0.27, 0.13, 0.05), yielding a comprehensive score of 0.71 ("good" level); (2) Interface characteristics received "very good" ratings; (3) System features, service quality, content quality, and interaction capability received "good" ratings; (4) Feedback mechanisms received "fair" ratings. Dida Reading should focus on improving lower-rated indices, particularly strengthening feedback mechanism design. This research offers targeted recommendations with both theoretical and practical value for advancing WeChat learning platform evaluation research and promoting platform development.

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English Title and Abstract

Evaluation of Users' Satisfaction on WeChat Learning Platforms Based on the Fuzzy AHP Methodology: The Case of Dida Reading

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Abstract: [Purpose/significance] This paper constructs a framework for evaluating users' satisfaction on WeChat learning platforms and analyzes the fitness of platform functions with users' demands, aiming to provide guidelines to relevant practitioners on how to evaluate such learning platforms and recommendations on how to improve. [Method/process] Considering unique features of WeChat learning platforms, the paper adopted the Fuzzy AHP method to build the model of users' satisfaction evaluation. Using Dida Reading as an example, the paper collected data by surveys and conducted an empirical research. [Result/conclusion] It is found that users' evaluation on User Interface is "very good"; their evaluations on criteria including System, Service, Content, Interaction are "good"; their evaluation on Feedbacks is "fair"; their overall evaluation of the platform is "good". Such learning platforms are recommended to improve in teaching quality, service quality, user interface design and feedback mechanisms.

Keywords: WeChat learning platform, Dida Reading, users' satisfaction, Fuzzy AHP

Note: Figure translations are in progress. See original paper for figures.